

Assertiveness and Self-Confidence



Sample

Corporate Training Materials

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United States

73 Greentree Drive, Box #68

Dover, Delaware 19904

Toll-free: 1-877-610-3660

Fax: 1-877-610-3661

sales@corporatetrainingmaterials.com

International

116 Provost Street

New Glasgow, NS, Canada

Phone: 001-902-695-3660

Fax: 001-902-695-3661

sales@corporatetrainingmaterials.com

Any technical issues or questions can be addressed by our support team

support@corporatetrainingmaterials.com

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Preface

What is Courseware?



Welcome to Corporate Training Materials, a completely new training experience!

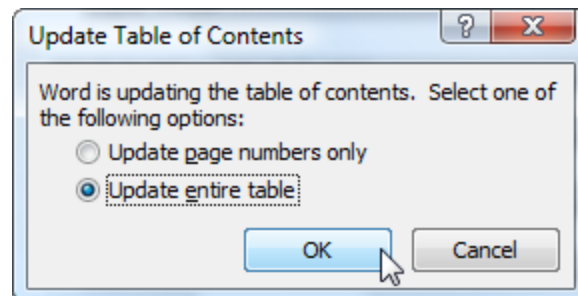
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants' industry, or additional information. You can, of course, also use all of your word processor's other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click "Update entire table" and press OK.

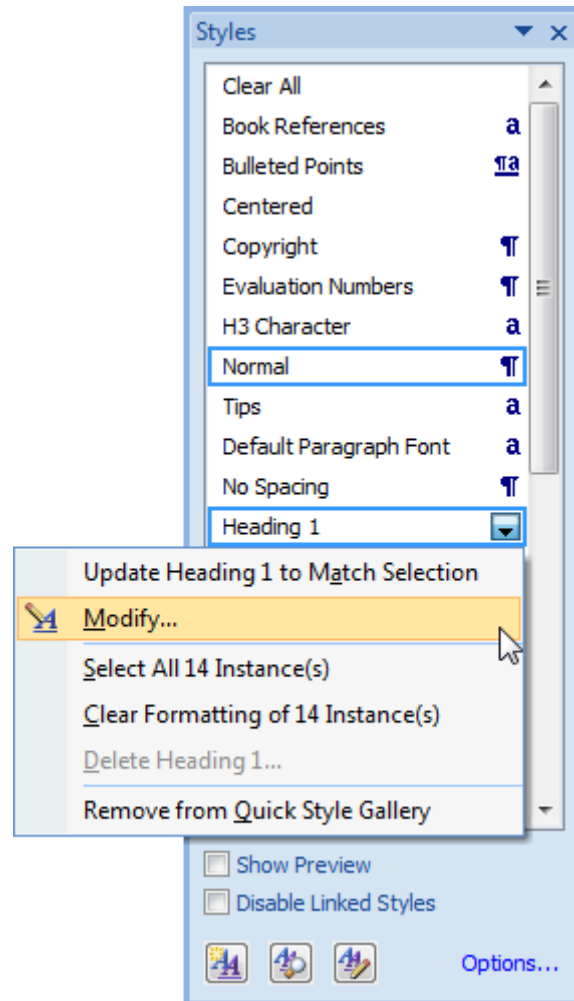


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to [Word 2007 or 2010 Essentials](#) by Corporate Training Materials.

Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

- Laptop with projector, for PowerPoint slides
- Quick Reference Sheets for students to take home
- Timer or watch (separate from your laptop)
- Masking tape
- Blank paper

Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

- **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
 - Use examples, case studies, and stories that are relevant to the group.
 - Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
 - Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)
- **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
- **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
- **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

Icebreakers

Each course is provided with a wide range of interactive Icebreakers. The trainer can utilize an Icebreaker to help facilitate the beginning of the course, as it helps “break the ice” with the participants. If the participants are new to each other, an icebreaker is a great way to introduce everyone to each other. If the participants all know each other it can still help loosen up the room and begin the training session on positive note. Below you will see one of the icebreakers that can be utilized from the Icebreakers folder.

Icebreaker: Friends Indeed

Purpose

Have the participants moving around and help to make introductions to each other.

Materials Required

- Name card for each person
- Markers

Preparation

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

Activity

Explain that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the center and make a statement.

The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let's be adults: no kicking, punching, body-checking, etc.

Play a few rounds until everyone has had a chance to move around.

Training Manual Sample

On the following pages is a sample module from our Training Manual. Each of our courses contains twelve modules with three to five lessons per module. It is in the same format and contains the same material as the Instructor Guide, which is the shown after the Training Manual sample, but does not contain the Lesson Plans box which assists the trainer during facilitation.

The Training Manual can be easily updated, edited, or customized to add your business name and company logo or that of your clients. It provides each participant with a copy of the material where they can follow along with the instructor.

The one who listens does the most work, not the one who speaks.

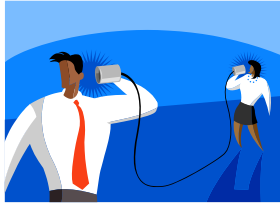
Stephen R. Covey

Sample Module: Communication Skills



Strong communication skills are essential for assertive interaction with others. Humans are social animals and communication is a very important part of our daily lives. Every interaction we have with another person including, face to face, over the phone, chatting online or even texting is communication happening, and have strong communication skills will benefit every type of interaction we encounter.

Listening and Hearing; They Aren't the Same Thing



Hearing is the act of perceiving sound by the ear. Assuming an individual is not hearing-impaired, hearing simply happens. Listening, however, is something that one consciously chooses to do. Listening requires concentration so that the brain processes meaning from words and sentences.

Listening leads to learning, but this is not always an easy task. The normal adult rate of speech is 100-150 words per minute, but the brain can think at a rate of 400-500 words per minute, leaving extra time for daydreaming, or anticipating the speaker's or the recipient's next words.

As opposed to hearing, listening skills can be learned and refined. The art of active listening allows you to fully receive a message from another person. Especially in a situation involving anger or a tense interchange, active listening allows you to be sensitive to the multiple dimensions of communication that make up an entire message. These dimensions include:

The occasion for the message: What is the reason why the person is communicating with me now?

The length of the message: What can the length of the message tell me about its importance?

The words chosen: Is the message being made formally? Is it with aloofness or slang?

The volume and pace: What clues do the loudness and speed give me?

The Pauses and Hesitations: How do these enhance or detract from the message?

Non-verbal clues: What does eye contact, posture, or facial expressions tell me about the message?

Empathy is the capability to share and understand another's emotions and feelings. Empathetic listening is the art of seeking a truer understanding of how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. According to Stephen Covey in "The Seven Habits of Highly Effective People", empathetic listening involves five basic tasks:

1. Repeat verbatim the content of the communication; the words, not the feelings
2. Rephrase content; summarize the meaning of the words in your own words
3. Reflect feelings; look more deeply and begin to capture feelings in your own words. Look beyond words for body language and tone to indicate feelings.
4. Rephrase contents and reflect feelings; express both their words and feelings in your own words.
5. Discern when empathy is not necessary – or appropriate.

Asking Questions

Active listeners use specific questioning techniques to elicit more information from speakers. Below are three types of questions to use when practicing active listening.



Open Questions

Open questions stimulate thinking and discussion or responses including opinions or feelings. They pass control of the conversation to the respondent. Leading words in open questions include: *Why, what, or how*, as in the following examples:

- Tell me about the current employee orientation process.
- How do you open the emergency exit door on an A320 aircraft?

Clarifying Questions

A clarifying question helps to remove ambiguity, elicits additional detail, and guides the answer to a question. When you ask a clarifying question, you ask for expansion or detail, while withholding your judgment and own opinions. When asking for clarification, you will have to listen carefully to what the other person says. Frame your question as someone trying to understand in more detail. Often asking for a specific example is useful. This also helps the speaker evaluate his or her own opinions and perspective. Below are some examples:

- I can tell you are really concerned about this. Let me see if I can repeat to you your main concerns so we can start to think about what to do in this situation.
- What sort of savings are you looking to achieve?

Closed Questions

Closed questions usually require a one-word answer, and effectively shut off discussion. Closed questions provide facts, allow the questioner to maintain control of the conversation, and are easy to answer. Typical leading words are: *Is, can, how many, or does*. While closed questions are not the optimum choice for active listening, at times they may be necessary to elicit facts. Below are several examples of closed questions:

- Who will lead the meeting?
- Do you know how to open the emergency exit door on this aircraft?

The following exercise provides practice with questioning techniques to support communications skills.

Body Language



Body language is a form of non-verbal communication involving the use of stylized gestures, postures, and physiologic signs which act as cues to other people. Humans unconsciously send and receive non-verbal signals through body language all the time.

Non-verbal communication is the process of communication through sending and receiving wordless messages. It is the single most powerful form of communication. Nonverbal communication cues others about what is in your mind, even more than your voice or words can do.

According to studies at UCLA, as much as 93 percent of communication effectiveness is determined by nonverbal cues, and the impact of performance was determined 7 percent by the words used, 38 percent by voice quality, and 55 percent by non-verbal communication.

In communication, if a conflict arises between your words and your body language, your body language rules every time.

Instructor Guide Sample

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box. Each Instructor Guide and Training Manual mirrors each other in terms of the content. They differ in that the Instructor Guide is customized towards the trainer, and Training Manual is customized for the participant.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor train that particular lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.

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Stephen R. Covey

Sample Module: Communication Skills

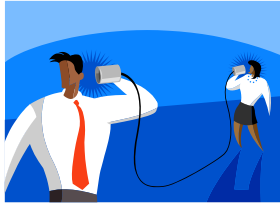


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Listening and Hearing; They Aren't the Same Thing

Estimated Time	10 minutes
Topic Objective	To illustrate one's natural use of gestures during verbal communication
Topic Summary	Let's Talk: Participants will have two short conversations with a neighbor; one with movement and gestures allowed, and one with no nonverbal actions allowed.
Materials Required	Paper and pens
Planning Checklist	None
Recommended Activity	<p>Go over the active listening dimensions and empathetic listening tasks, above. Discuss briefly. Ask participants whether they experienced a frustrating communication because any of the dimensions or tasks was missing.</p> <p>Then conduct the exercise below with the large group. Tell participants to turn to a person seated near them and simply talk for two or three minutes. (The subject matter is unimportant.)</p> <p>After 2 or 3 minutes, stop the conversations. Ask participants to jot down what they noticed about their partner's non-verbal communications. Discuss participant's observations. Acknowledge that most of us do this unknowingly.</p> <p>Tell the pairs to resume their conversation, this time making a conscious effort to use NO non-verbal movements. Allow two or three minutes for these conversations.</p> <p>End and debrief the exercise with the following questions:</p> <ol style="list-style-type: none">1. Were you aware of your partner's non-verbal movements during the first conversation?2. Were any of your partner's movements or gestures distracting or annoying?3. How did you feel in the second conversation when gestures were not allowed?4. Was the communication more effective with – or without movement and gestures?

Review Questions	What are three dimensions of active listening?
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Listening leads to learning, but this is not always an easy task. The normal adult rate of speech is 100-150 words per minute, but the brain can think at a rate of 400-500 words per minute, leaving extra time for daydreaming, or anticipating the speaker's or the recipient's next words.

As opposed to hearing, listening skills can be learned and refined. The art of active listening allows you to fully receive a message from another person. Especially in a situation involving anger or a tense interchange, active listening allows you to be sensitive to the multiple dimensions of communication that make up an entire message. These dimensions include:

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Asking Questions

Estimated Time	10 minutes
Topic Objective	To write open, clarifying and closed questions to learn more about a situation
Topic Summary	<p>Worksheet Four: Asking Questions</p> <p>Three work-related scenarios are provided so participants can craft questions to support assertive communication with a fellow employee or subordinate.</p>
Materials Required	Worksheet Four: Asking Questions
Planning Checklist	None
Recommended Activity	<p>Divide participants into groups of four and distribute the worksheet.</p> <p>Ask groups to choose one scenario to work with.</p> <p>They will write at least two questions they would ask: An open question, and a clarifying question. A third, closed question is optional.</p> <p>Have the groups write the scenario number on flip chart paper and list their questions.</p> <p>In debrief, overview the questions posed by each group.</p> <p>Discuss the overall benefit the questions provide the questioner given a tense situation.</p>
Stories to Share	Upon meeting a Zen master at a social event, a psychiatrist decided to ask him a question that had been on his mind. "Exactly how do you help people?" he inquired. "I get them where they can't ask any more questions," the Master answered.
Review Questions	What are the three types of questions to ask when practicing assertive communication?

Active listeners use specific questioning techniques to elicit more information from speakers. Below are three types of questions to use when practicing active listening.



Open Questions

Open questions stimulate thinking and discussion or responses including opinions or feelings. They pass control of the conversation to the respondent. Leading words in open questions include: *Why, what, or how*, as in the following examples:

- Tell me about the current employee orientation process.
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Clarifying Questions

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- What sort of savings are you looking to achieve?

Closed Questions

Closed questions usually require a one-word answer, and effectively shut off discussion. Closed questions provide facts, allow the questioner to maintain control of the conversation, and are easy to answer. Typical leading words are: *Is, can, how many, or does*. While closed questions are not the optimum choice for active listening, at times they may be necessary to elicit facts. Below are several examples of closed questions:

- Who will lead the meeting?
- Do you know how to open the emergency exit door on this aircraft?

The following exercise provides practice with questioning techniques to support communications skills.

Body Language

Estimated Time	10 minutes
Topic Objective	To experience a situation when body language displays a particular emotion
Topic Summary	<p>First Impressions</p> <p>Because of this exercise is conducted non-verbally, participants have a good opportunity to practice observing the importance of body language</p>
Materials Required	None
Planning Checklist	<p>List the emotion to be displayed on the flipchart:</p> <p>Pleasure, confidence, arrogance, nervousness, distress</p>
Recommended Activity	<p>Divide participants into groups of four.</p> <p>Tell participants they will be taking turns walking up to their group members in a way that displays either pleasure, confidence, arrogance, nerves, or distress. They should not speak.</p> <p>Emphasize that if anyone is uncomfortable with role playing or acting, they can serve as an observer in their group rather than acting out a role. (Try to make sure there is only one observer in each group.)</p> <p>Ask the three other group members to identify which of these emotions is being demonstrated.</p> <p>Nonverbal clues on the flip chart. Compliment everyone on their acting skills.</p> <p>In debrief, discuss how easy or difficult it was to identify the emotion.</p> <p>Ask: "What were some of the nonverbal cues you observed?"</p>
Delivery Tips	This kind of exercise often produces lots of fun and laughter which creates a positive learning experience.
Review Questions	<p>Up to what percent of communication is represented by body language?</p> <p>Remind participants to consider adding an item to their action plan.</p>



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In communication, if a conflict arises between your words and your body language, your body language rules every time.

Activities

During the facilitation of a lesson Worksheet or Handout may be utilized to help present the material. If a lesson calls for a Worksheet or Handout it will be listed in the Lesson Plan box under Materials Required. The trainer can then utilize the Activities folder for the corresponding material and then provide it to the participants. They are all on separate Word documents, and are easily edited and customized.

Below you will see the Worksheets or Handouts that are utilized during the training of the above lesson. They are located in the Activities folder and can be easily printed and edited for the participants.

Sample Worksheet: Asking Questions

Review the three scenarios below. As a team, select one to work with. Below, write three questions you want to ask the individual. Record your scenario number and questions on flip chart paper.

Scenario 1

Jake stops by your desk and says, "I am tired of the lack of leadership around here. The boss is so wishy-washy; he can't get tough with some of the slackers around here. They just keep milking the company, living off the rest of us. Why doesn't management do something about these guys? And YOU are always so supportive of the boss; he's not as good as you make him out to be."

Scenario 2

Anne, one of your engineers, is working on an important project. She has good technical skills and knowledge and was selected for the project team because of that. She stops by your office and appears to be in quite agitated. Her voice is loud and strained, and her face has a look of bewilderment. She says, "I'm supposed to be working with four other people from four other departments on this new project, but they never listen to my ideas and seem to hardly know I'm at the meeting!"

Scenario 3

Your coordinator Ellen comes into your office in a state of agitation, and asks if she can talk to you. She is polite and sits down. She seems calm and does not have an angry look on her face. However, she says, "It seems like you consistently make up lousy project schedules. You are unfair and unrealistic in the kinds of assignments you give certain people, including me. Everyone else is so intimidated, but they don't complain. I think you need to know that this isn't right and it's got to change."

Chosen Scenario #:	
Open question:	
Clarifying question:	
Closed question (if applicable):	

Quick Reference Sheets

Below is an example of our Quick reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

Assertiveness and Self-Confidence

First Impressions Count

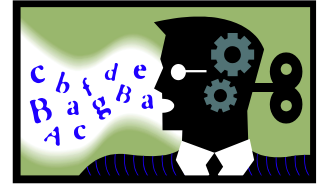
It takes as few as seven seconds – and no more than thirty seconds -- for someone to form a first impression about you.



- **Body language.** Remember that body language makes up to 55% of a communication.
- **Dress and grooming.** It's less about your budget, and more about clean, pressed, and event-appropriate clothing with neat grooming.
- **Handshake.** Use a medium to firm handshake grip, avoiding a weak, one handshake or overly firm one that can cause potential discomfort to another.
- **Body Movement.** Use a mirror, or enlist the help of a friend to make sure that your movements are not overly active --and that they support the nature of your message.

It's How You Say It

We are all born with a particular tone of voice, which we can learn to improve. The goal is to sound upbeat, warm, under control, and clear.



- Breathe from your diaphragm
- Drink plenty of water to stay hydrated; avoid caffeine because of its diuretic effects
- Posture affects breathing, and also tone of voice, so be sure to stand up straight
- To warm up the tone of your voice, smile
- If you have a voice that is particularly high or low, exercise it's by practicing speaking on a sliding scale. You can also sing to expand the range of your voice.
- Record your voice and listen to the playback
- Deeper voices are more credible than higher pitched voices. Try speaking in a slightly lower octave. It will take some practice, but with a payoff, just as radio personalities have learned
- Enlist a colleague or family member to get feedback about the tone of your voice.

What is Self-Confidence?



Self-confidence is a belief in oneself, one's abilities, or one's judgment. It is freedom from doubt. When you believe you can change things -- or make a difference in a situation, you are much more likely to succeed.

As a self-confident person, you walk with a bounce in your step. You can control your thoughts and emotions and influence others. You are more prepared to tackle everyday challenges and recover from setbacks. This all leads to a greater degree of optimism and life satisfaction.

Certificate of Completion

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.

CERTIFICATE OF COMPLETION

[Name]

Has mastered the course

Assertiveness and Self-Confidence

Awarded this _____ day of _____, 20____

Presenter Name and Title

PowerPoint Sample

Below you will find the PowerPoint sample. The slides are based on and created from the Training Manual. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

Sample Module: Communication Skills

Strong communication skills are essential for assertive interaction with others. Humans are social animals and communication is a very important part of our daily lives.

The one who listens does the most work, not the one who speaks.

**Stephen R.
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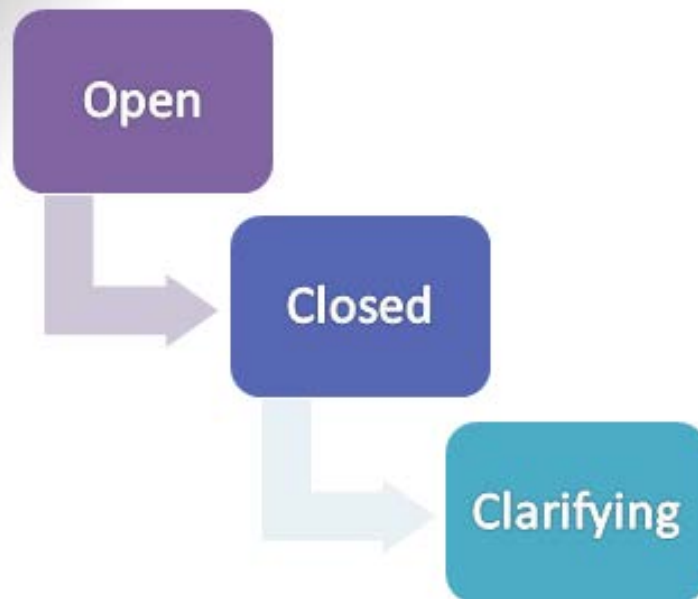
Listening and Hearing; They Aren't the Same Thing

Choose to
listen

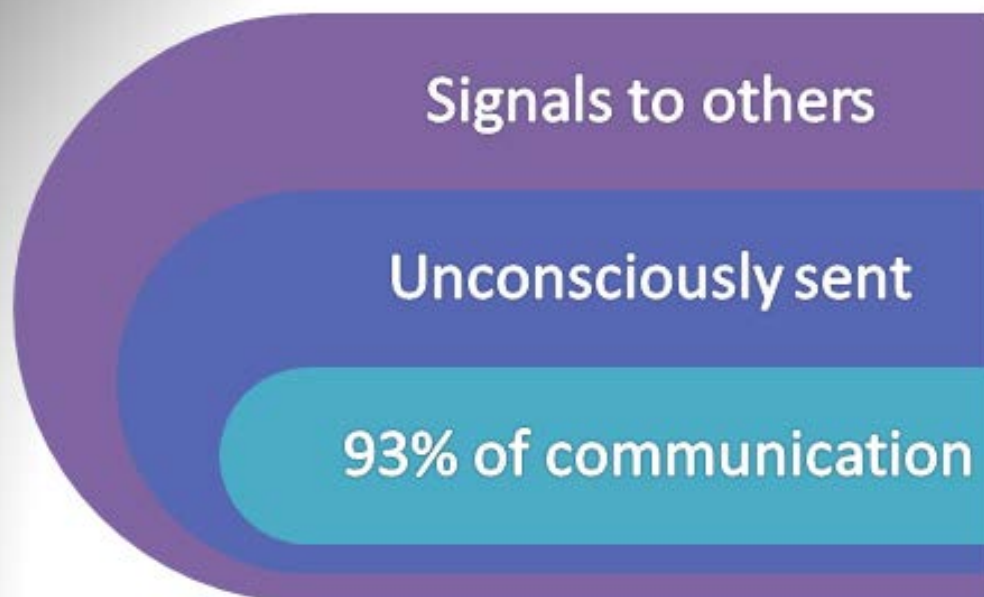
Requires
concentration

Leads to
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Asking Questions



Body Language



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